

Implementation of Cooperative Learning Strategy of STAD type to Improve Learning Result of Social Sciences Studies of Faculty Educational Sciences Students of Elementary School Teacher Education Program Medan State University

Risma Sitohang¹, Edizal Hatmi²

^{1,2}Faculty of Educational Science, Universitas Negeri Medan, Medan, Indonesia

ABSTRACT

Social science basic concept studies, given in the first semester, is a description of the effort to achieve the Competency Standards of Elementary School Teacher Education Program, Faculty of Education Science, of graduate level, Medan State University Through this course students are expected to have knowledge of the basic concepts of social science to develop teaching materials in social studies in accordance with the needs and environment. This research applies classroom action research model which refers to four stages of research: planning stage, action implementation, observation, and reflection. Subjects in this study are students of Class A Regular Elementary School Teacher Education Program, graduate level, Faculty of Education Science, Medan State University, amounting to 33 people. While the object of this research is to increase the ability of mastery of Social Science subject matter by using STAD type cooperative strategy. The result of data analysis in cycle I is that the average score of social science skill mastery subject of social science paradigm by students is 75.3% while the average score of the class is 48.5%. So that learning needs to be continued to second cycle. While the results of data analysis in cycle II show a very significant increase of 93.9% while the average score of the class is 88.6%. So that the learning process is declared complete and on this cycle II. Based on the results of this study it is suggested to other lecturers to use STAD type cooperative strategy in every learning process.

Keywords : Cooperative, Student Team Achievement Division, Social Science

I. INTRODUCTION

Sisdiknas (National Educational System) Law no. 20 of 2003 on Indonesia's Educational System, article 3 affirms that the function and purpose of national education is to develop the ability and form the character and civilization of dignified nation to educate the nation, develop the potential of learners to become human beings believing in the only one God, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen. This formulation shows that education has an important role in the development of character building which is the main foundation for the creation of Indonesian people who are able to live in an ever-changing era. Social Sciences Education supports the development of the character of the nation's children in interacting and socializing in the community and this has been through a

long historical process. To improve the quality of national education, learning is the core activities because through the process of teaching and learning, educational goals could be achieved in the form of behavioral changes of students.

The process of teaching and learning at the university in the form of interaction between students and students, lecturers and students must prioritize the elements of good attitude in accordance with the philosophy of the state of Indonesia. While the results of learning is also the joint efforts between students and lecturers. To obtain good learning result, distinctive ability of the lecturers in transferring knowledge to students is not enough; the readiness of students is also needed inwardly in receiving and developing the knowledge given by the lecturers. Learning outcomes to be achieved by students are not only determined by the

quantity and quality of the lecturers, but also influenced by the quantity and quality of learning from the students themselves.

The main purpose of the learning process is to achieve success, either in certain or other areas. Efforts of lecturers and students in realizing the function of education as a vehicle for human resources need to be developed with a conducive teaching and learning environment so that students' creativity potential can develop.

The teaching of Social Science or Social Studies is essentially a teaching about aspects of the interaction process of human life in society or the teaching process that combines all social studies. The basic teaching materials of social sciences are directed to students to master the concepts of the social sciences. Of the several definitions put forward by experts on the understanding of social studies, it can be seen that social sciences can improve the quality of students, especially the ability to adapt to the community environment where the students stay. Social Studies is always concerned with real life in the community. The real life is oriented to the variety of activities and efforts undertaken by humans in an effort to meet their needs, overcome problems, and promote life of common interests.

The main mission of social sciences learning is to help students develop their ability to cultivate their physical and social environment in order to live harmoniously in their environment (Jarolimek, 1977: 3-4). Nursid (1984: 20) says that "social sciences teaching can nurture upcoming citizens to be sensitive to social problems, having a positive mental attitude towards all inequities that occur and improve self-skills to solve problems, either related to either personal, or community problems

From the above explanation, it can be seen that the potential of students to be developed through social sciences teaching covers mental attitude, rational, and emotional powers. Through a well-directed and steady teaching of social sciences, mental attitude, rational power, and student skills can be fostered toward maturity. Social sciences teaching is a practical knowledge that can be taught from elementary school to university level.

In an effort to reach the Competency Standards of Elementary School Teacher Education Program of graduate level, one of the subjects given to the students is the basic concept of social sciences subject, and given in the first semester. Through this course students are expected to have knowledge of basic concepts of social sciences and have insight into the social sciences needed to develop teaching materials in social studies in accordance with the needs and environment.

Based on the essence of social sciences teaching and the achievement of the standard of competence in the basic concept of social sciences, the teaching approach of the lecturers should be varied. The learning process of social sciences conducted at Elementary School Teacher Education Program, is still centered on lecturers and tends to depend only on the material provided in the books. In addition, the approach and method used is one way teaching: lecturers, materials, students. This will make students passive in learning activities, and will have an impact on the lack of understanding of the material being studied because the learning is still abstract.

In addition, social sciences learning patterns are also still emphasized on the elements of materials. The emphasis of learning principally is not merely the provision of knowledge by means of memorizing, but lies in the effort to make students able to make what they have learned as a stock in understanding various lives in the community. Here is the emphasis of the mission of learning the basic concepts of social sciences. Therefore, in the design of learning, lecturers should direct and focus the learning in accordance with the conditions and the development of student potential for useful learning in the future either as prospective teachers or as citizens. The success of the implementation of learning method is dependent on the ability of students to absorb the teaching materials. Moreover, on the abstract material as in the material of "The Effect of Western Culture on Indonesian Culture" in Elementary School Teacher Education Program, semester one, showing the low learning results of Elementary School Teacher Education Program of graduate level students.

The Social Science Studies social sciences is one of the compulsory subjects given to Elementary School Teacher Education Program of graduate level students.

Through the mastery of Social Science Studies social sciences, students are expected to examine, understand, and apply the knowledge either as prospective teachers or students. By interpreting the desired competencies above it is seen that though the Social Science Studies social sciences has been studied since elementary school (SD) the student learning outcomes should have been satisfactory. However the reality is not so. The scores of Elementary School Teacher Education Program of graduate level students are still far from being expected, as shown in table 1.1 below:

Table 1.1 Results Learning of Faculty of Educational Sciences Students of Elementary School Teacher Education Program

No	Learning Group	Lowest Score	Highest Score	Average
1	Class C	54	80	62
2	Class A	55	75	60
3	Class A1	52	80	66
4	Class B1	54	82	68

Table 1.1 shows that the average score is less satisfactory because it is still far from the minimum standard of learning completeness that has been determined by Medan State University that is 80. It identifies that the learning result of Social Science Studies (*IPS*) generally has not fulfilled the standard of learning mastery. This could be caused by several factors. From the results of observations and short interviews of researchers with students and other lecturers teaching the same subjects, it is found that students of Elementary School Teacher Education Program, often view this subject as a complementary subject and not too important to learn and the process of social sciences learning activities are generally still textual or tend to memorization, although various strategies have been developed by educational experts but its implementation in the field has not been as expected so as to seem boring. Then the dominance of lecturers in the learning process is still very high so that students have less time to be more active in finding their own knowledge or material being presented. Another factor that is also very influential on the learning outcomes is the debriefing of Social Science material social sciences is monotonous in the use of learning media, learning strategies that are less precise regardless

of student circumstances, and the students' understanding of the importance of social science studies social sciences in society is still low.

Basically education is a system in which there are a number of components that affect each other, internal and external components. Internal components cover learning strategies applied by lecturers in the learning process and external components cover student characteristics coming from within the students and serving as a driver in learning. The main activity in education is to organize student activities in the classroom, which is entirely the responsibility of the lecturers. Therefore, to be able to run Social Science Studies activities social sciences, lecturers must adjust learning strategies to be applied to the characteristics of students. If all components are successfully set up well, then the goal of learning could be achieved optimally.

In relation to the above-mentioned problem, a classroom action research is required to improve the learning outcomes of Faculty of Educational Sciences Students of Elementary School Teacher Education Program, Medan State University, and by presenting learning strategies oriented to meaningful learning by optimizing student engagement in the classroom, and by using cooperative learning strategies type STAD. Student Team Achievement Division (STAD) is one of the simplest types of cooperative learning. Students are placed in a learning team consisting of 4 to 5 people consisting of different levels of intellectual ability of students ranging from high, moderate, and low ability.

This learning strategy is expected to improve work relationships and learning tasks among students, as well as improve the democratic process and the active role of students in teaching and learning process. This learning experience is expected to foster students' interest in Social Science studies, so that some of the above problems can be resolved and learning can take place more effectively, and ultimately can improve student learning outcomes.

II. RESEARCH METHOD

The method used to improve students' ability in mastering the learning strategy and ultimately improve the learning outcomes in social science materials in

Basic Education is a classroom action research. This research contains scientific principle by placing researchers as the main actors in observing every event that occurs during the process of action. The study is conducted in 2 cycles, each cycle is done twice face to face. Each cycle applies the following steps: (1) planning, (2) implementation of the learning action, (3) observation each learning action and its impact, and (4) reflecting on the learning action that has been done.

In Cycle I, the learning stage refers to the steps contained in the STAD type cooperative method, such as: (1) conveying the students' goals and motivations, (2) presenting information or learning materials, (3) grouping the students heterogeneously into study groups consisting of 4 - 5 people, (4) facilitating students in work and study, (5) researchers with students doing the evaluation, (6) rewarding the best group. The research phase of cycle II on its principle is similar to the stage in cycle I. But the difference lies in stage 4 where the researcher's attention is prioritized than before.

The indicator of the success of the action used as the reference of this study is the ability of students in mastering the subject matter of social science which has been predetermined. The success of the learning act is considered to be complete if 70% of students in one class are able to achieve the score of 80 to 100. If the provision is not achieved, then the action is considered failed, and needs to be improved and re-implemented in the next cycle.

III. LITERATURE REVIEWS

IV. The Nature of Social Science Education

Social science is an integration of various branches of other social sciences such as history, sociology, geography, anthropology, politics, economics and ecology. This fact may be understood as a measure that social science contains past data and future reality projected from the present. John Jarolimek said that social science examines human beings in relation to the social and physical environment. Hamid Hasan further said that social science is a fusion of various disciplines.

In relation to the teaching of social studies, Afandi (2013: 21) suggests that the teaching trains students' skills in

both physical and thinking skills in assessing and finding solutions to social problems. This understanding emphasizes the mission or goal of social science, that is developing the ability and with that ability the students can live in their environment.

From the above explanation it is concluded that the social science is composed of a collection of knowledge about social life from the reality material of everyday life in society and the social science examines people from all aspects. social science as a field of education not only equips learners with social knowledge, but furthermore it seeks to nurture and develop them into human resources of Indonesia with social and intellectual skills as citizens who have the attention and social responsibility to realize the national goals. Life in the community that continues to grow becomes the foundation for the development of social science as the field of education in accordance with the demands of change and advancement of life.

In social studies teaching, society becomes a major source of learning, material and knowledge laboratories. Social studies principles and theories that students learn in the classroom can be piloted in the community. Therefore, in teaching social studies lecturers must be able to bring the students to the real life of the students, having the ability to response and analyze so that in the end students could develop their sensitivity. Social studies is a manifestation of an interdisciplinary approach. Social studies principally is not a social science, although the field of concern is the same, which is mutual relationships among human beings.

In general, learning can be interpreted as a process of behavioral change due to the interaction between individuals and the environment. Learning events can take place anytime and anywhere, and the process is not easily detected. Through knowledge learning activities, habits, skills, skills and attitudes can be obtained as a provision of efforts in meeting the needs. Learning is a process of behavior change, which is the acquisition of science and technology that is not previously owned. The gains depend on the effectiveness of the learning process.

Learning is a relatively permanent change in a behavioral trend of practice (Astuti, 2012: 2). Behavioral

change as a result of learning is demonstrated by various aspects such as changes in knowledge, understanding, perception, motivation and a combination of these aspects.

Furthermore Slameto (2010) suggests that psychologically learning is a process of behavioral change as a result of an interaction with its environment in fulfilling life needs. Some of the characteristics are (a) the change occurs consciously; (b) The changes that occur in learning are continuous and functional; (c) Changes in learning are positive and active, meaning that changes are constantly increasing and focused on getting something better than before; (d) Changes in learning are not temporary but permanent; (e) Changes in learning are purposeful and directed; (f) Changes in learning cover all aspects of behavior.

From the above definition it is seen that learning is a change in the overall behavior of individuals gradually and relatively settled as a result of experience and interaction with the environment covering cognitive processes. A person is said to have learned well through evaluation as a means of control to be able to know the extent to which a person has achieved good learning outcomes. While the test of learning outcomes is a measuring tool used to determine the level of success of a learning process or to determine the level of success of a teaching program. So the test is a set of stimuli given to students with a view to get answers that can be used as a basis for determining the numbers / scores.

According to Astuti (2012: 2) "learning outcomes are the progress that the students have after they receive their learning experience". While Gagne (1977) divides the five categories of learning outcomes: (1) verbal information as a capability which means that a student can be expressed either orally or in writing according to the information he has learned; (2) intellectual skills are the way students interact with the environment through symbols such as letters, numbers, words and diagrams; (3) cognitive strategy is a skill that allows students to control their own behavior in the face of their environment, and to use cognitive strategies to think about what they have learned in solving problems; (4) attitudes are internal states formed from within the student and affect the actions of objects or events around

them; (5) motor skills are something that is learned based on student activity so as to fit the physical factors.

Based on the above description, it can be understood that the learning outcomes of basic concepts of social science is the level of ability obtained by students in the form of mastery of basic concepts of social studies, especially on the subject of social science paradigm embodied in the form of test score learning outcomes and the basic concept of social studies is seen after the learning process ends. In this research, the learning result obtained by the students is done through two cycles.

2. Cooperative Learning Strategy

The term learning strategy can be understood as a design to help students through efforts to achieve each goal. Learning strategy is the translation of a particular philosophy or theoretical position relating to learning in the statement about how learning will be done in certain types and circumstances. According to the strategy learning dictionary strategy is defined as a tactic (Hardaniwati et al. 2005: 646). Meanwhile, Dick & Carey (Suparman, 1977: 54) says that learning strategies describe the common components of a set of instructional materials and procedures that will be used with those materials to produce particular learning outcomes for students. According to him, there are five common components of instructional strategy namely: pre-instructional activities, presentation of information, student participation, test, and a follow-up.

Cooperative is a learning model that maximizes the ability of students to work more actively in an effort to solve various problems during the learning process. According to Zuhartati (2012: 3) cooperative is an effort of a teacher in teaching students and this is a very important part in achieving the success of planned learning objectives, and cooperative models prioritize the study group and high heterogeneity level.

3. Implementation of STAD Type Cooperative Learning Strategy in Social Science Studies

Student Team Achievement Division (STAD) is one of the simplest types of cooperative learning. Students are placed in a 4-member learning team in a mixture according to their level of performance. Lecturer's

present lessons and students work in teams to ensure that all team members have mastered the subject matter. Finally, all students are given a quiz about the material with a note, and during their quiz they should not help each other. This type of learning will be applied in Social Science Studies. STAD implementation stage of learning model:

a. Preparation of materials and application of students in groups: prior to presentation, teacher / lecturer should prepare activity sheets and answer sheets that students will study in cooperative groups. Then the lecturer will assign students in heterogeneous groups with a maximum number of 4 to 6 people, and the rules of heterogeneity can be based on: Academic ability (high, medium and low), which can be taken from the academic results (initial score) before. It should be noted that the division must be balanced so that each group consists of students with high achievement balance such as gender, social background, innate pleasure / nature (quiet and active) and others.

b. Presentation of subject matter, emphasized on the following:

1) Introduction

Emphasis lies on important information to motivate students' curiosity about the concepts they will learn. Material development is done in accordance with what students will learn in groups. Students learn to understand not recite the meaning. Questions are given explanations. If students have understood the concept then they can move on to another concept.

2) Controlled Practice

Controlled practice is done in presenting the material by having students do the questions, calling students randomly to answer or solve problems so that students are always ready and complete the task without taking a long time. In group activities, lecturers share assignments to each group. The content of the task besides the subject matter is also used to train cooperative behavior. The lecturer provides help by clarifying the command, repeating the concept and repeating the question.

3) Evaluation

Conducted for 45 to 60 minutes independently to show what students have learned while

working in groups. Evaluation results are used as the value of individual development and are used as the value of group development. Group awards: from the results of the developmental value, awards on group achievements are given in the level of awards such as good, great and super groups. Recalculation of initial score and change of group one evaluation period (3 to 4 weeks) is then evaluated. Then the group changes to allow students to work with other friends:

c. Social Science materials that are relevant to STAD type cooperative learning are materials that only understand facts, basic concepts and do not require high reasoning and also memorizing.

d. Cooperative learning is a learning strategy where students learn in small groups that have different levels of ability.

In completing group tasks, each member works together and helps understand a learning material and learning has not been completed if one of the individuals in the group has not mastered the learning materials that have the characteristics such as; benefits, skills and the tactics of the Student Team Achievement Division (STAD), Teams Games Tournament (TGT), Jigsaw, Group Investigation, Think Pair Share and Numeral Head Together.

The cooperative learning type Student Team Achievement Division (STAD) developed by Robert Slavin and his friends at John Hopkin University is the simplest cooperative learning strategy. Slavin, (1995: 71) states that cooperative learning is suitable for use by STAD type cooperative learning lecturers and consists of 5 main stages:

a. **Class presentation.** The class presentation in STAD is different from the usual way of teaching. Each group presents the results of the group discussion. Students should really pay attention to this presentation because in the presentation there are materials that can help to do the quiz held after the learning.

b. **Learning in teams.** Students are divided into several groups; each group consists of 4 - 5 people where students do the assigned tasks. If there are

difficulties students who able help other students who are unable.

- c. Test. After the presentation is completed, students are given individual tests. In answering the test, students are not allowed to help each other.
- d. Individual score improvement. Each group member is expected to achieve a high test score because this score will contribute to the increase in the average score of the group.
- e. Group awards. The group that has achieved the highest average score, is awarded. With the selection of appropriate methods and interesting for students as well as STAD type cooperative learning can maximize the learning process so as to uplift student learning achievement.

Based on the above description it can be concluded that STAD type cooperative learning is a learning strategy with a number of students as members of small groups with different abilities. In completing the task of the group, each student as a member of the group must work together and help each other to understand the subject matter. Thus in this research the STAD type in question uses some parts: 1. Class presentation; 2. Group work; 3. Test; 4. Individual score improvement; and 5. Group awards.

IV. RESULT AND DISCUSSION

Description of Cycle Data I

1. Action Planning

The steps prepared in this stage of activities are as follows:

- a. Reviewing the Social Science curriculum: Basic Concepts as a reference for learning materials;
- b. Preparing lesson plan, observation sheets, interview guides, field notes, and student questionnaires;
- c. Preparing a list of group names;
- d. Discussing and making final tests;
- e. Preparing student activity sheets and final action test sheets;
- f. Preparing tools in the form of LCD, Laptop, markers and other equipment that support the implementation of learning;
- g. Coordinating the work program implementation of lecturers and observers

2. Implementation of cycle 1

The subject at the first meeting of cycle I begins by discussing the sub-subject of "social science paradigm in Indonesian". Learning activities begin with students sitting in accordance with their respective groups.

The core stage. In this stage STAD type learning process begins with a group discussion to discuss in detail the subject matter contained in the student worksheet. After the discussion of the group finished within 25 minutes the lecturer stops the discussion and asks for a class presentation immediately conducted by each group guided by the lecturer by focusing on the subject of "social science paradigm on an international scale".

Seeing this situation the lecturer gives explanations to the students, so that the students in each group who have mastered the material then help colleagues or other students who have not mastered the material, so that each individual can understand and master the material of social science paradigm as well as preparing reports of discussion results. Each group tries to find the problem by looking at the guidance contained in the student worksheet. At the time the group presentation, the lecturer continuously monitors the activities of the students and lecturers also provide motivation and input to each group to make it easier for the group to solve the problem. In addition, the lecturer also notes the things observed during the lesson. In general, the learning process using the discussion method is very good, although there are still some shortcomings that occur in the group and this is seen from some students who have difficulty in understanding and solving problems. There are also less serious students working in groups, while the learning process is in progress there are students who speak out of the issues being discussed, lack of focus on the material, and there are also students who are just silent or passive.

After the time specified for the learning process in this core activity ends, then the first cycle meeting is ended, and the lecturer or researchers ask the students to stop the discussion, followed by conclusion during the class presentation process. This is done so that each group can see its own advantages and disadvantages and can ultimately draw a perfect conclusion about the answer to the issues discussed in the worksheet.

In the final stages of learning, the lecturer gives individual tests (quizzes) on the subject matter that has been studied. Scores obtained from further tests are recorded by the lecturer to be compared with the results of the next presentation. Lecturers also give praise to the implementation of learning by individuals and groups. In relation to the meeting time I is up, the lecturer closes the lesson that day by saying greeting and asking the students to collect the individual test results

3. Reflection

Reflection is done to determine whether cycle I should be repeated or has been successful. This reflection is done collaboratively between lecturers (researchers) and observers. The results of the reflection of events occurring in the first cycle are as follows:

- a. The results of the evaluation on the first cycle action shows that the student's answers have not been entirely correct, and not fulfilled the provisions or completeness of study contained in Chapter I or in other words the result is still not maximal. This can be seen from the result of the evaluation of the learning in the form of the test shows of the average score of 75.3 and the number of successful students 16 people (48.5%). Thus it can be concluded that the learning at this stage has not been successful, so the next action needs to be done.
- b. From the observation data of two observers to the lecturers and students during the learning process, it is seen that the indicator for the students obtain an average score of 68. This shows that the students have not implemented instructional points well, because there are still deficiencies in implementing instructional points, and lecturers in learning reach 90. This needs to be emphasized on student activity since the beginning.
- c. Based on the results of the questionnaire given to all students who become the subject of research, students feel very happy and not bored in carrying out the learning process and doing the task given by the lecturer by using STAD type cooperative strategy. Students also state that with STAD cooperative learning type of learning motivation will increase.

From the data analysis described above, data obtained is that the learning process in the first cycle is good, but there are still some shortcomings, especially about the results of the first cycle test that has not been maximized. Thus, it can be concluded that the first cycle of learning still needs to proceed with the second cycle or in other words the learning process in the first cycle has not been completed or not in accordance with the predetermined criteria studied previously.

Description of Cycle Data II

1. Action Planning

In this phase II cycle activity there are several things that should be done by the lecturer at the planning stage that is: a). Preparing lesson plans, observation sheets, and field notes; b) Preparing the student worksheet and the final test sheet of action; c). Preparing tools in the form of LCD, Laptop, arranging room, markers and other stationery for the learning process can run well.

2. Implementation of Action

Lecturer gives instructions to students to work on and discuss the task by making an understanding of the material discussed. Lecturer also reminds that students who already understand and master the material to share or explain to friends who have not understood so that the ability of the group could be more evenly. The preliminary stage takes approximately 15 minutes, as planned.

In this core activity, the lecturer assigns the student to understand the problem submitted in accordance with the guidance contained in the worksheet, then gives the students the opportunity to ask whether the student has understood the purpose of the problem discussed in small group discussion. There are among students who say they can understand and execute the problem solving and the others are still confused so the lecturer repeats the explanation of the learning objectives of the day. And the lecturer also gives an explanation of how to do or find problem solving from the topic. After the explanation, the students start to refocus on reading the material and understand their worksheets.

The next stage in this core activity students as research subjects begin diligent in conducting activities of understanding and solving problems and record

important points related to the problem solved. The understanding and solving problems and recording points related to the subject matter in accordance with the instructions contained in the worksheet is considered complete. Furthermore, the lecturer asks all students in their respective groups to start discussing and working on the final report on transparency paper to be presented in class.

In learning activities in the first meeting of this second cycle, students look very excited, active, diligent, and disciplined, in carrying out their respective duties. There is a very tough debate between individuals during small group discussions, so the atmosphere of classroom learning is more alive. This is because students are very fond of learning process oriented to the problem by way of discussion. Students are instructed to solve problem presented by the lecturer at the beginning of learning and, if there is no understanding one can ask directly to a friend who has mastered the material.

The closing stage lasts approximately fifteen minutes. This closing activity aims to evaluate whether the students have really understood and are able to solve the problem.; then proceeded by assigning the students to reflect on the day's learning into the student's journal (note). After the specified time ends the lecturer reaffirm to the students to revise the material that has been learned that day, because at the next meeting the final test of action will be done. After that the lecturer immediately closes the first meeting of this second cycle by greeting.

3. Reflection

Reflection is done to determine whether cycle II should be repeated or has been successful. This reflection is done collaboratively between the lecturer, researchers and observers. The results of the reflection of the events that occur in the second cycle are as follows: the evaluation results on the second cycle action shows that the student's answers have not been entirely correct, but the results have reached the learning mastery score contained in Chapter II or in other words the result is very good. This can be seen from the result of evaluation of learning in the form of test showing the average score of 84.52 and the number of successful students 31 (93.9%). Thus it can be concluded that learning at this

stage can be said to succeed, because it has met the established success criteria.

4. Research Discussion

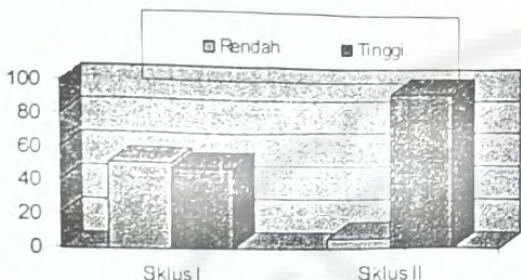
In this section the research findings that have been described and analyzed by the previous researcher will be described, aided by both observers. Teaching, mastering and developing teaching materials on the subject of Social Paradigm for Regular Class A Faculty of Educational Sciences Students of Elementary School Teacher Education Program, Medan State University. in general, is a must for Elementary School Teacher Education Program, students in mastering the lecture material, because later these students will be asked to practice or convey the knowledge they have to learners in primary school.

The learning outcomes of Elementary School Teacher Education Program of graduate level students of Class A Regular increase very optimally when viewed from the evaluation result at the end of the learning cycle. In cycle I the average score obtained by the students is 75.3% that is the total score of students divided by the number of students and the number of successful students 16 (48.5%), so that the lecturer and the two observers agree to continue the second cycle action research. In cycle II the average score of the class reaches 84.52%, the student who achieve the score > 80 is 93.9%. From the data that has been described above it can be seen that there is a very good improvement on the ability of mastery of the subject or the subject of Paradigm of Social Sciences of students class A Regular Elementary School Teacher Education Program of graduate level.

The results of the research presented in this study are also in accordance with the results of research put forward by other researchers before by using STAD type cooperative strategy on different subject (relevant research).

Through the learning process using STAD type cooperative strategy, students have the same opportunity to express themselves, both when expressing opinions and when asking friends in one group. In the end, this can add insight and knowledge, and students can know and understand that the problem in every learning can be

solved by using various strategies especially with STAD type cooperative strategy.



5. Implication

The results obtained through classroom action research is the improvement of learning outcomes on the subject of "Social Science Paradigm", which is reinforced by several facts such as increasing learning motivation and student learning outcomes by applying STAD type cooperative learning strategies. Based on the results of this class action research, there are several things that need to be addressed, among others:

- The application of STAD type cooperative learning strategy needs to be applied in the learning process to improve the learning result of Social Sciences on the subject of Social Science Paradigm.
- By applying STAD type cooperative learning strategy it is expected that the lecturer can create learning atmosphere more active, interactive, and effective in reaching learning goal.
- Lecturers who will implement the learning by applying STAD type cooperative learning strategy, should prepare the implementation plan of learning and worksheet perfectly.

V. CONCLUSION

The conclusions in this study are based on the findings of the research and data analysis presented above. By this it can be concluded that, the result of studying of student of Elementary School Teacher Education Program of graduate level, Class A Regular in Civic Studies especially concerning subject of "Paradigm of Social Science" increase very well.

The application of STAD type cooperative learning strategy in the learning process can improve student motivation to teaching and learning process in Social Science subject. This is confirmed by the statement of students as the subject of research, which is seen from the results of interviews showing very positive results. In addition, learning by applying STAD type cooperative learning strategy can make the learning atmosphere better and fun.

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